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**LGBTQ+ inclusion in schools: Letting
go of the past and hopes for the future**



Learning Objectives

- Looking back
- Exploring why LGBTQ+ inclusion is important in schools
- Looking forward
- Practical strategies for LGBTQ+ inclusion

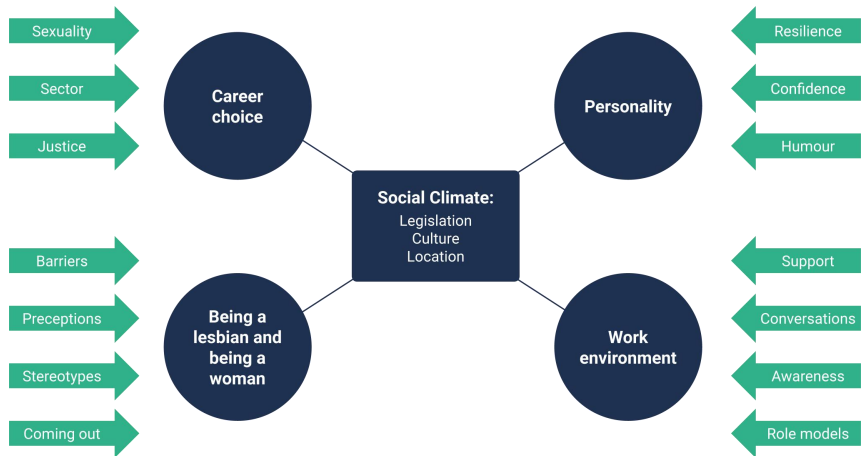
Contracting

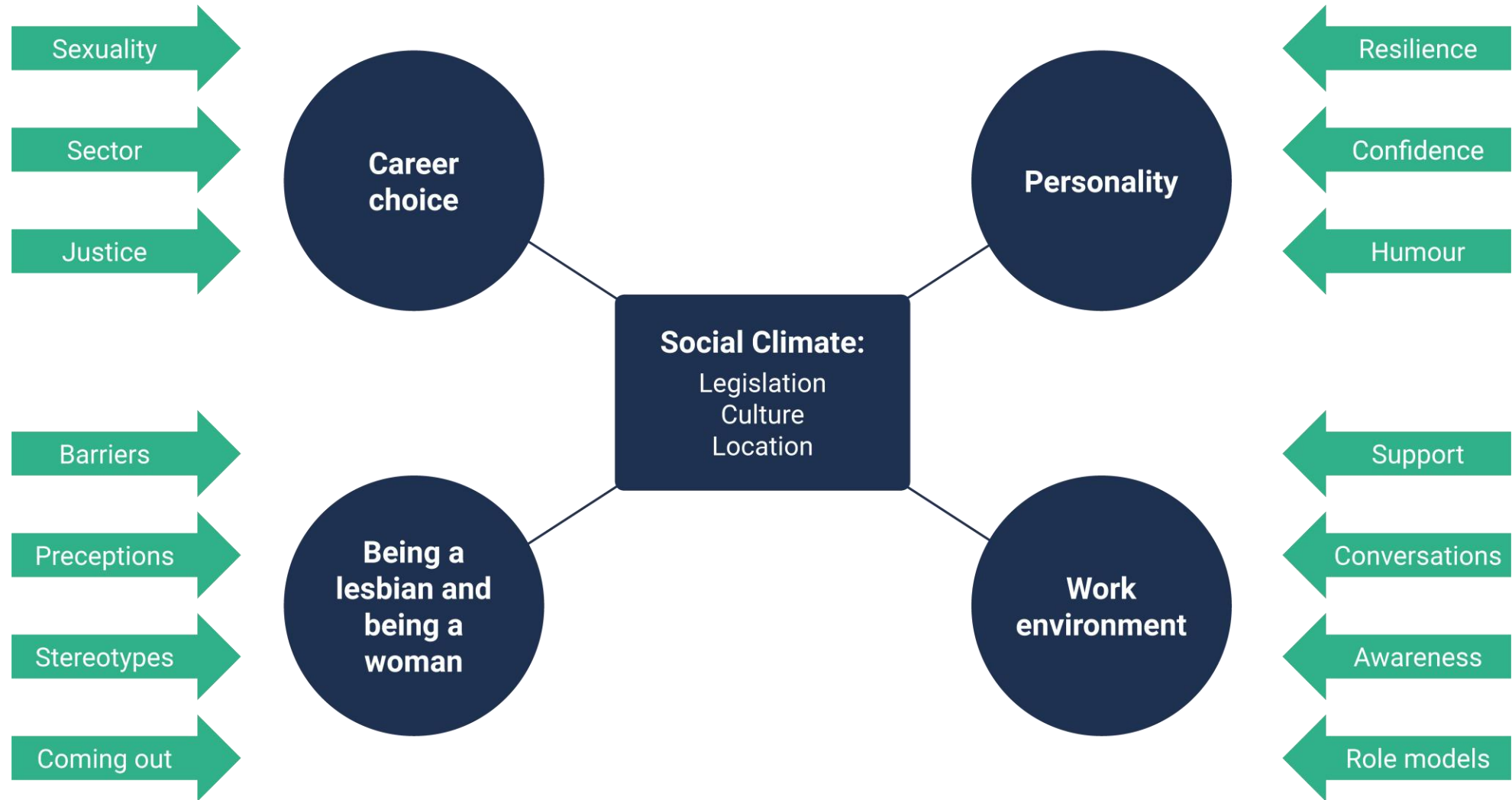
- Be honest
- Be present
- Generous Listening
- Commit to change

My story



LEEDS
BECKETT
UNIVERSITY





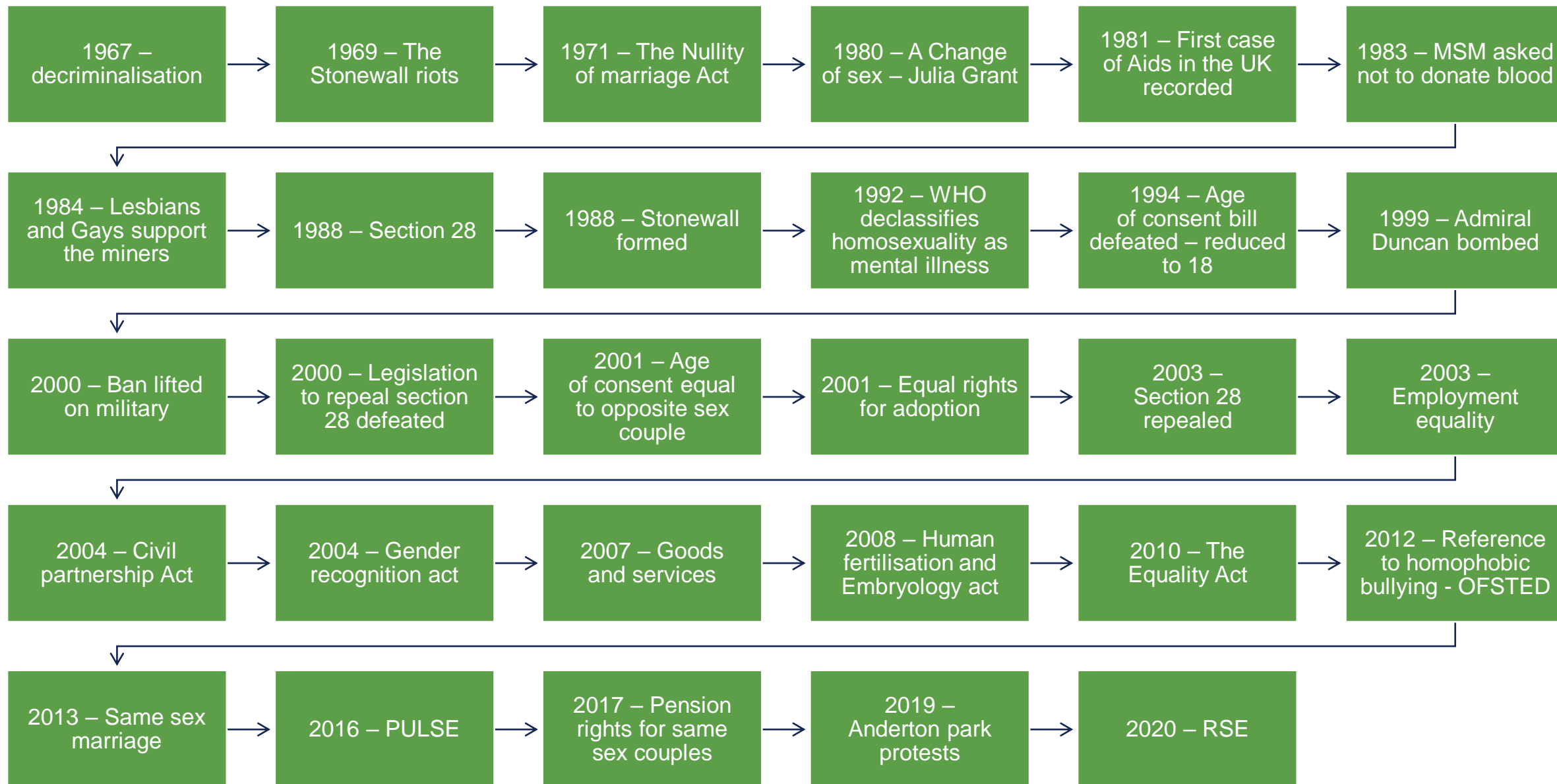
Ice breaker

What does LGBTQ+ inclusion mean to you?

What does it **look, feel** and **sound** like in your school/organisation?

5 minutes

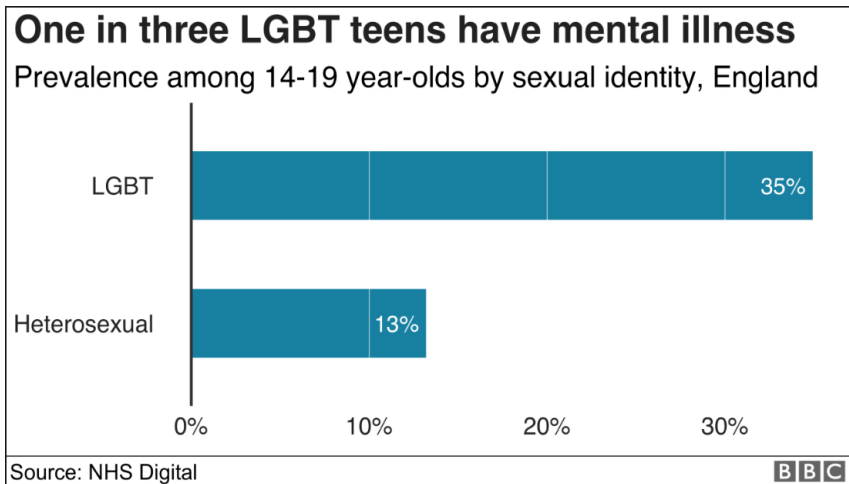
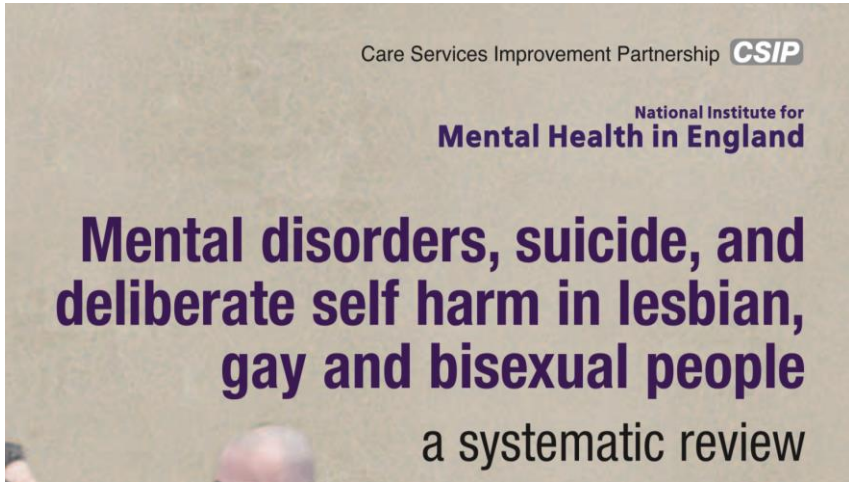




What's the picture in education....?

Number of openly LGBT+ School leaders: **UNKNOWN**

You can't be what you can't see...



Blog

Public health matters

Organisations: [Public Health England](#)

Mental health challenges within the LGBT community

Gregor Henderson and Dr Justin Varney, 6 July 2017 - Health and Wellbeing

2017

52% of young LGBT people reported self-harm either recently or in the past compared to 25% of heterosexual non-trans young people and 44% of young LGBT people have considered suicide compared to 26% of heterosexual non-trans young people.

2018

Sexual identity and its association with mental disorder

A third (34.9%) of the young people aged 14 to 19-years-old who identified as lesbian, gay, bisexual or with another sexual identity had a mental disorder, as opposed to 13.2% of those who identified as heterosexual.

“Only 3% of respondents said they had discussed sexual orientation and gender identity at school, be that during lessons, in assemblies or elsewhere. Over three quarters (77%) said that neither was discussed, though this was lower for younger respondents, e.g. 54% for 16-17 year olds. Where these topics were discussed at school, only 9% of respondents said that the discussions had prepared them well for later life as an LGBT person.”

“...existing research has suggested that LGBT students do not feel their needs are addressed, particularly in sex and relationships education, as teachers and the curriculum assume that students do not have a minority sexual orientation or gender identity.”

Just under a quarter of respondents to the survey (24%) had accessed mental health services in the 12 months preceding the survey.



A return to Section 28?

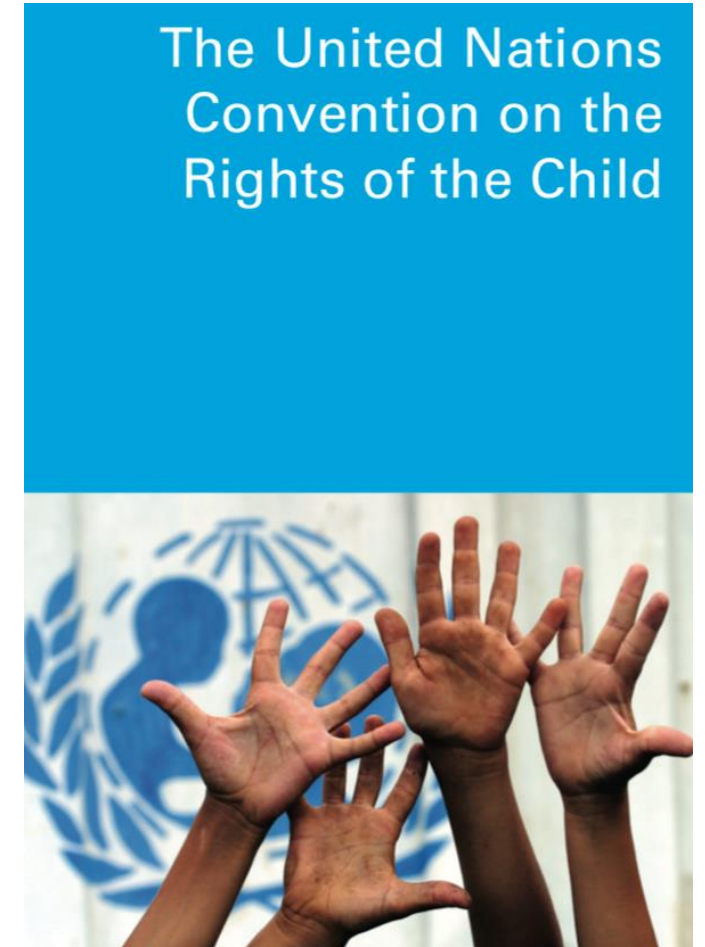


Looking forward...

- Diverse and inclusive leadership that fosters social cohesion and supports young people to grow and develop in an environment of visible, diverse role models
- Schools that reflect the communities they serve
- Diverse teams that are more creative, innovative and productive
- Diverse and Inclusive organisations that have happier more motivated staff and experience less turnover

The moral case: Understanding that it's the right thing to do

“All children, irrespective of their actual or perceived sexual orientation or gender identity, have the right to a safe and healthy childhood that is free from discrimination. The same principle applies to all children irrespective of their parents’ sexual orientation or gender identity.”



RSE 2020: Ready not Reactive

OFSTED:

- Inclusive language
- Tackling LGBTphobic bullying
- Curriculum

Grasping the Equality Act 2010

Schools are required to:

- Foster good relations
- Advance equality of opportunity
- Eliminate discrimination, harassment and victimisation

Considered responses to challenge...

“Young people come to school to learn Maths, English and Science, not LGBT+ history – it shouldn’t be part of the curriculum!”

“LGBT+ teachers should keep their personal lives to themselves - it’s not appropriate to share their sexuality at school!”

“These children are too young to know if they are trans. I won’t call him by his new pro-noun!”

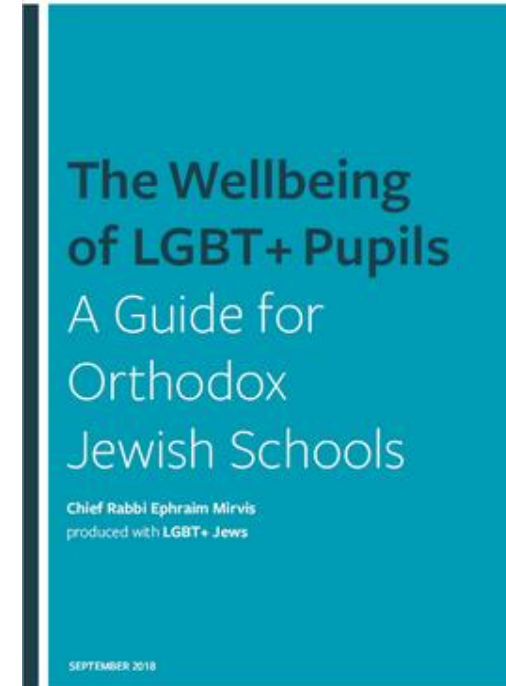
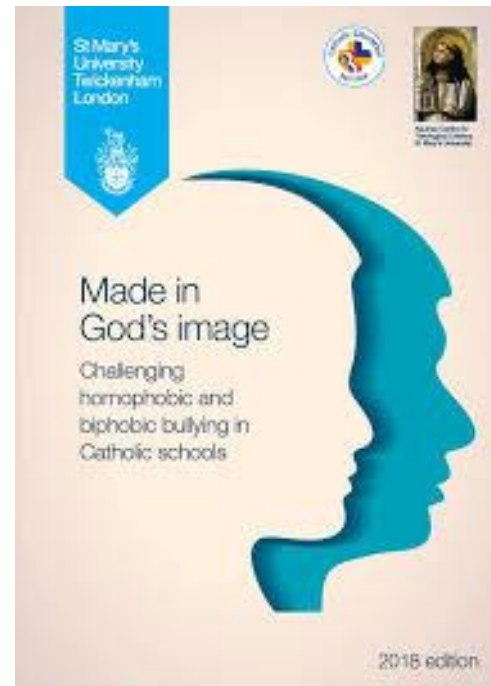
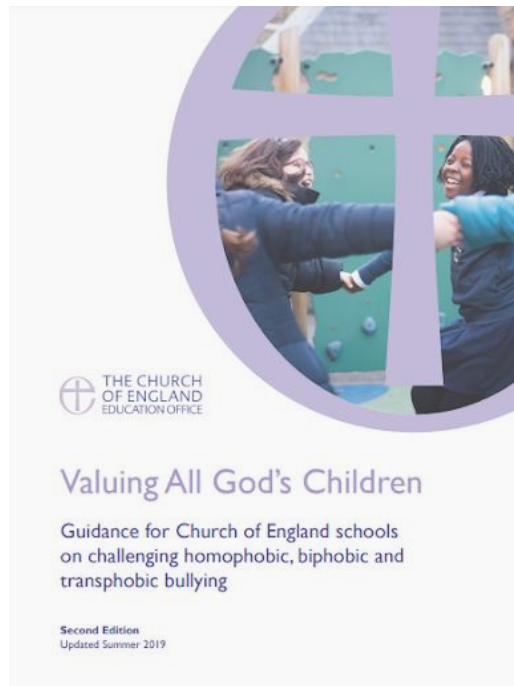


Reviews of school culture through a D&I lens...



Gruenert & Whitaker, 2015
Building blocks of school culture

LGBTQ+ and Faith schools working in harmony...



All schools on board



Consistency with language

- LGBTQIA+
- Sexual Orientation / Gender Identity
- **That's so gay....**
- Pansexual
- Trans and Non-Binary
- Pronouns

The Genderbread Person

Gender Identity

Woman Genderqueer Man

Gender identity is how you, in your head, think about yourself. It's the chemistry that composes you (e.g. hormonal levels) and how you interpret what that means.

Gender Expression

Feminine Androgynous Masculine

Gender expression is how you demonstrate your gender (based on traditional gender roles) through the ways you act, dress, behave, and interact.

Biological Sex

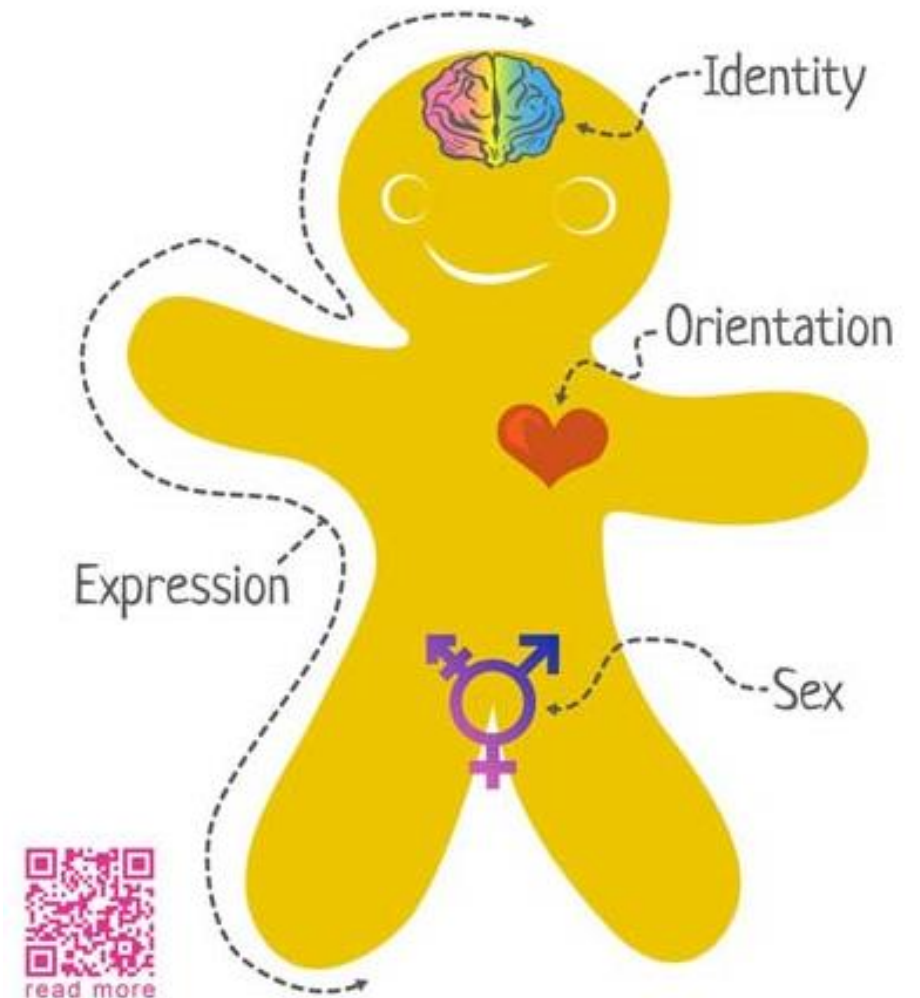
Female Intersex Male

Biological sex refers to the objectively measurable organs, hormones, and chromosomes. Female = vagina, ovaries, XX chromosomes; male = penis, testes, XY chromosomes; intersex = a combination of the two.

Sexual Orientation

Heterosexual Bisexual Homosexual

Sexual orientation is who you physically, spiritually, and emotionally attracted to, based on their sex/gender in relation to your own.



Beyond Equality and Diversity

- **Equality** is about ensuring everybody has an equal opportunity and is not treated differently or discriminated against because of their characteristics.
- **Diversity** is about taking account of the differences between people and groups of people and placing a positive value on those differences.
- **Inclusion** describes an individual's experience within the workplace or in wider society and the extent to which they feel valued and included.

What can schools do?

- LGBTQ+ networks
- Mentoring schemes: Secondary only
- Inclusion council: Primary
- LGBTQ+ Curriculum beyond RSE: **Usualise**
- Link governor for LGBTQ+ Inclusion
- Parent Ambassador
- Training for **all** staff

What else?

- Be bold and have the conversations
- Educate and lead the way
- Be an intentional ally
- Consider the physical environment
- Role models
- Consider intersectionality and heteronormativity
- Inclusion audits
- **Nudge** (Thaler, 2008)

Reading



LGBT

Case studies.....

KINDNESS

COURAGE

DIVERSITY

TEGRITY

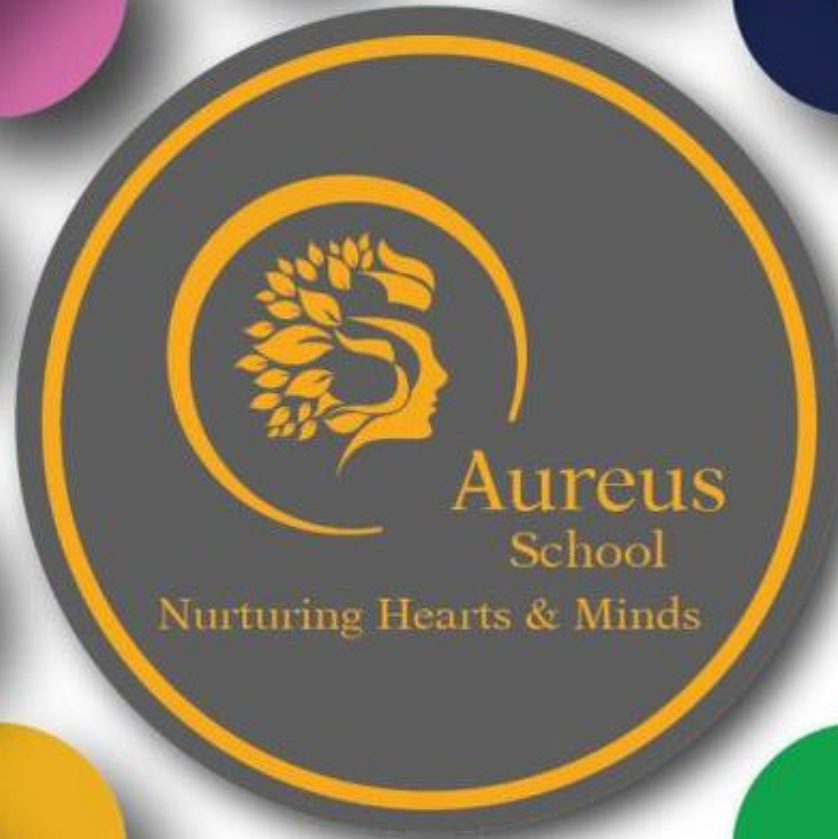
WELLBEING

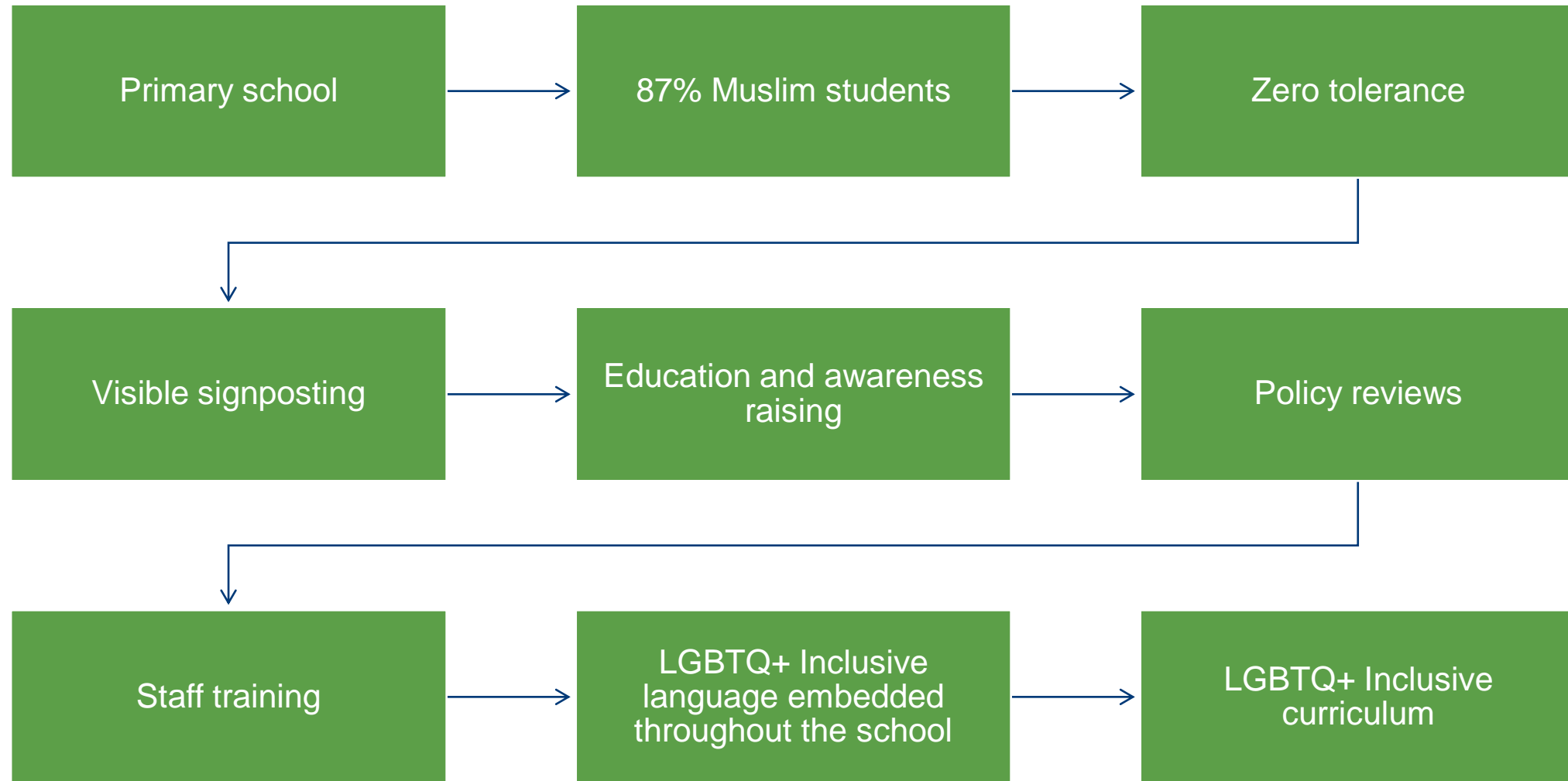
RESILIENCE

CONFIDENCE

RESPECT

RESPONSIBILITY





Consider:

Leadership and strategy (inc. governance): What are the behaviours of an inclusive leader?

Physical environment: What are your symbols of inclusion?

Emotional environment: Does this align with current EDI policies?

Curriculum: Explicit references and usualise LGBTQ life

Partnering with parents: Are they on board?

Supporting staff: Do they feel they can be authentic?

Young people: LGBTQ networks and meaningful support?

Self-reflection

1. Does your school make it possible for young people and staff to bring their true selves to work?
2. Have you noticed your own biases at play?
 - Which systems and processes might stand in the way of LGBTQ+ inclusion?
 - Which elements of school culture may stand in the way of LGBTQ+ inclusion?

Further support

1. www.fpa.org.uk/relationships-and-sex-education/teachers/statutory-rse-england-simple-guide
2. assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/821069/Education_inspection_framework_-_equality_diversity_and_inclusion_statement.pdf
3. assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/781150/Draft_guidance_Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education2.pdf
4. www.theproudtrust.org/resources/resource-downloads/glossary/
5. www.schools-out.org.uk/





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